# MANAGING AND RESOLVING CONFLICT FOR BETTER WORK PERFORMANCE: A STUDY WITH REFERENCE TO EDUCATIONAL INSTITUTION OF DELHI NCR

**SYNOPSIS**

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**BY**

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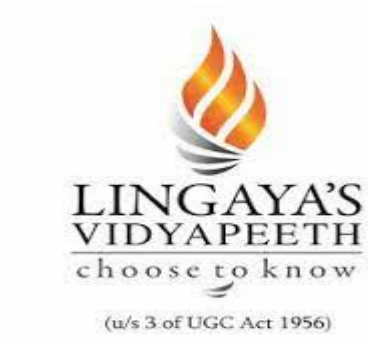


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# INTRODUCTION

### Concept of Conflicts:

The research society has not considered conflict a very important of argumentative subject. My purpose is not pick on a few researchers but only to use references from outstanding social psychological and organizational scholars to illustrate the group aspect of carelessness to definitions and adopting separated, disconcerted definitions. Conflict is abundantly present in every organization, power and conflict are certainly two of the major areas of study in organization, behaviour and management. The traditional notion of conflict as a "Fight, struggle or clash of principle" **(Oxford Dictionary, 1976),** is unsatisfactory because interpersonal disputes are rarely about a clash of principles. Conflict is described as a dynamic process that shows up as dissonance, disagreement, or incompatibility inside or between social units (i.e., individual, groups, organization, etc.).

### Transition in conflict thoughts

1. Traditional view of conflict: In the 1930s–1940s, people held the idea that all confrontation is bad and should be avoided. Poor communication, a lack of transparency, and a failure to address employee needs all contribute to conflict.
2. Human relation view: From the late 1940s through the 1970s, the idea that conflict is a normal and unavoidable conclusion in any group was very popular.
3. Interactionist view of conflict: The belief that for a group to function well, conflict must both be a positive force and a need.

### Why conflicts arise

(i) People disagree

Different thinking patterns drive people to disagree, which can result in conflict. Certain ways of thinking could be advantageous in some contexts but ineffective or even dangerous in others.

People differ in their styles, values, beliefs, and catchphrases, all of which influence their decisions and goals. People that make contradictory choices will seek different things, which may lead to conflict. A risk-taking boss, for instance, would disagree with a supervisor who prioritises strict control and well-maintained routines. In specific situations, like in sports, people are supposed to disagree. Conflict is necessary and even enjoyable in this situation.

(ii) People are worried about force, fear, justice, or money

(a) Fear has to do with a perceived worry about a potential future event. Fear of disappointments, shame, retaliation, or obstacles can result in conflict situations.

(b) Any conflict situation requires the use of force. Force could be moral or psychological. It could be a refusal to cooperate or approve. These forces play a key role in starting, sustaining, and ending conflicts.

(c) Fairness is the sense of right and wrong that each person has, which is a fundamental quality they develop in their early years. The moral principles of an individual are determined by their sense of justice. Conflicts arise when people with differing moral standards and perspectives on a topic interact.

(d) Cost or money disputes can happen, but they can also force parties to come to an agreement. Conflict has costs that can be measured (in terms of money) or cannot be measured (in terms of lost lives, suffering, the use of skilled labour being diverted, neglect, or a decline in morale and self-esteem)

**Positive Impact of Conflict:**

More often conflict leads to certain positive outcomes. A few of them are:

- It gives a person the chance to review engage in introspection, and take a second look at what is already in place, including practises, regulations, tools, and behaviours.
- Conflict has an effect on the workplace because it generates energy at all levels of human activity, and this energy can lead to beneficial outcomes.

- Conflicts tend to focus attention and also have a motivating effect; they inspire or energise a person to approach a subject with clarity.
- It fosters creativity and, occasionally, new directions. As a result, it is even required for the survival and expansion of an organisation.
- It promotes search behaviour and classification seeking.

**Negative Impact of Conflict:**

Although the positive effects of conflict have been noted above, which are very energising and helpful to any work environment, conflicts also unavoidably have some negative effects. As with all other components of nature, which contain both positives and negatives in order to balance the phenomenon, this is the opposite side, which is perfectly natural.

The following are some of the manifestations, as seen in human behaviour:

- Disturbed state of mind of an employee
- Restless/Uneasiness/ Lack of Concentration
- Reduced Efficiency/lack of interest& focus in work
- Increase in Hypertension, Blood Pressure, Acidity & other such medical manifestations.
- Psychological behavioural inclinations that lead to maladaptive behaviours such as alcoholism, drug misuse, overeating, excessive smoking, and incredibly aggressive or submissive behaviours.
- Negative collective behaviours include boss aggression, disobedience, moving slowly, lockouts, strikes, gheraos, etc.

**Ways to resolve conflict**

There are four ways that two groups or individuals can respond in a conflict situation. People can:

**Fight** is not a good, wise, or satisfactory approach to resolve a dispute since it involves "tactics, methods, offensive and defensive postures, losing and winning grounds, and exposure of weak spots." Fighting only works as a form

of conflict resolution in legal environments where winning and losing are results of the legal system.

**Negotiate** toward a resolution with the other party. Negotiations don't include problem-solving or designing; they take place in the context of the scenario at hand. Third-party mediators play a crucial role in bringing disputing parties to a negotiating table by serving as a bridge between them. toward a resolution with the other party.

**Problem solves,** this entails locating and eliminating the conflict's root cause in order to restore normalcy. However, it might be simple. Due to the recognised cause's influence on the situation, it is also feasible that the situation will persist after the identified cause has been eliminated.

## REVIEW OF LITERATURE

**Shantz (1987),** recommended that conflict is a process of human development because it also help full to understand the human behaviour completely. Moments of conflict must be dynamic and critical and conflict must be differentiated from aggression.

**Kohlrieser (2007),** described conflict as a manifestation of difference between two or more persons or groups characterized by tension, disagreement, emotion or polarization, where bonding is broken or lacking.

**Ragui (2013),** observed that work place conflicts do have positive effect to both employee and organization especially in increasing organizational innovativeness and improving the quality of decision making. However, Managers Employee and the Union should work together towards achieving the positive effects rather than the negative.

**Manesis, Vlachou and Foteini (2019)** believe that disputes among teachers can enhance communication and interpersonal relationship as well as build cohesion among the teaching staff. There is a unique highlight in this research which brings out positive consequence of conflicts, but still the positive consequence is less than negative consequence.

**Causes of Conflict**

Poor communication, rivalry for limited common resources, incompatible goals, and other factors are potential sources of conflict. Schmidt and **Kochan (1972),** assert that because goals are continually shifting, the process leading to conflict is dynamic.

**Kelley, (1979)** states that conflict must be occur by many factors like interdependence among individuals or group of people, diversity among group of people in the organization and people effected by external environment.

**Holtzhausen (2009),** has argued that organizational conflict can be resolved if the causes are identified and solutions are found which contain all the parties involved. Indeed, attempting to deal with and/or manage conflict successfully without identifying the causes of such conflict is a lost cause.

**Renwick (1975) and Weider and Hatfield (1995),** indicated that factors such as the diversification of the workforce, loyalties of groups, diverse economic interests, among other, are relevant sources of workplace conflict.

**Havenga (2002),** indicate that causes of conflict at the level of the organization could also include resource availability; supporting action programs; the scope and content of workload; the introduction of new management techniques; and differences of a cultural and genetic nature.

**Anna Saiti (2015),** indicate that two of the major causes of conflicts are lack of cohesion among teaching staff and the ineffectiveness of the school leadership. Also, this study revealed that the cohesion of the teaching staff increased the likelihood of closer, more positive and collegial relations among teachers, so that when a problem arose at school, such as the absence of a teacher, then the teaching staff would be willing to solve the problem effectively in order to prevent pupils from missing out on valuable hours of tuition.

**Thapa, (2015),** explain situation of a conflicts in school such as recruitment of a teacher, interference of union, communication gap, traditional teaching method, cause and sources of conflicts such as politicization, selection of teacher hierarchical

position and effect of conflict such as lack of cooperative learning, development of frustration, lack of professional motivation.

**Gray and stark (1984)** proposed that conflict can come from six different places. These include the following:

a) Interdependent tasks at work
b) Differentiating activities
c) communication issues
d) Perception differences
e) organisational environment

**Conflict Management**

**Schmidt and kochan, (1972)** suggest that the process leading to conflict is dynamic, because of the constantly changing nature of goals, no attempt was made to develop conflict management process.

**Shantz (1987),** recommended that conflict is a process of human development because it also help to understand the human behaviour completely. Moments of conflict must be dynamic and critical and conflict must be differentiated from aggression.

**According to Vliert (1999),** Conflict damaging to the organization and adverse effect of organizational performance, but also suggests and reinforces a conflict strategy best described as 'conflict avoidance'.

**Rahim (2001),** explain that conflict management style that mediate the relationship between supervisory power basis and subordinate job performance. This study explains five power such as Coercive power, Reward power, Legitimate power, Expert power, Referent power. This study shows that referent power is more effective than other power bases in influencing criterion variable. The linkage between expert and referent power bases probably indicates that managers who are high on expert power have high cognitive abilities (IQ), but the managers who are high on referent power have high non-cognitive skills, capabilities, and competencies.

**Eadie, W.E and Nelson, P.E (2001),** conflict being a pervasive phenomenon in organizations, effective management dealing with conflict in such a way that it does not recur, is clearly needed. In this regard the management of the origin (or sources) appears to be key to the effective resolution of the conflict. This, in turn, assume that managers have a clear understanding of the many sources of conflict in organizational settings.

**Kohlrieser (2007),** described conflict as a manifestation of difference between two or more persons or groups characterized by tension, disagreement, emotion or polarization, where bonding is broken or lacking.

**Dagli and Sigri, (2014),** investigated mediation can be used or not for conflict management by leader in the school. In this study three case also solved by mediation the outcome indicated that mediation is an effective method for resolve conflict in school.

**Javeria lqbal and Zahida Parveen (2020),** indicated that formal communication is a preferable alternative to avoid conflicts and crisis in school management because the channels or routes are subject to controls and scrutiny to filter out some pieces of information capable destabilizing the education system. Hence, there is need to follow the proper channels of formal communication to have the desired relative peace.

## OBJECTIVES OF REASEARCH

1. To analyse the various factors leading of conflicts in an educational institution
2. To study the Effect of Conflict Handling Approaches on Team Performance in educational institutions
3. To identify the destructive consequences of conflicts between faculty members and management in education institution
4. 4a) To study the association between Types of educational institution and existence of conflicts

   4b) To study the association between Types of institution and factors of Leadership Styles
5. To develop a model suggesting faculty members and management of education institution with the ways of resolving conflicts at the workplace

## HYPOTHESIS OF REASEARCH

1. $H1_0$: There is no significant relationship between Conflict Handling Approaches and Team Performance

• $H1_1$: There is a significant relationship between Conflict Handling Approaches and Team Performance

2. $H2_0$: There is no significant association between Types of educational institution and existence of conflicts

• $H2_1$: There is a significant association between Types of educational institution and existence of conflicts

3. $H3_0$: There is no association between Types of institution and factors of Leadership Styles

$H3_1$: There is an association between Types of institution and factors of Leadership

## RESEARCH METHODOLOGY

**Methods of data collection**

The data required for the purpose of the study is collected by using the primary & secondary sources of information. The major sources of data are as follows.

**Sources of data collection**

- **Primary data** – use of questionnaire as a tool for data collection. The questionnaire is basically targeting the impact of conflict on education institution
- **Secondary data sources** - books, journals, web sites, reports & reviews

**Data Collection:**

- **Sources of data:** The data will be collected from the study of the various institutes, internet, logs, previous studies, journals made by researchers
- **Types of data:** Qualitative and Quantitative data will be collected. Researcher will collate Qualitative & Quantitative data for drawing inferences.
- **Tools and techniques for collection**: Observation, Schedules, Interviews, Rating Scales, Questionnaires

**Sampling Design Used:**

- **Sampling Technique**: Non-probabilistic convenience sampling is being used for selection of respondents.
- **Sample Size:** Total 400 respondents are being surveyed in in educational institutions of Delhi NCR, India (Jhajjar, Gurugram, Noida, Rohtak, Delhi, Faridabad, Ghaziabad, Sonipat).
- Sampling Unit: Faculty and staff members of Educational Institutions.

**Area of study-** The study would be conducted in educational institutions of Delhi NCR, India (Jhajjar, Gurugram, Noida, Rohtak, Delhi, Faridabad, Ghaziabad, Sonipat).

**DATA ANALYSIS:** Correlational and Chi-square Analysis will be done. Content will be analysed conceptually.

## ASSUMPTIONS OF THE STUDY

The study was based on the following assumptions.

1. Conflict exist between teacher and management in education institutions.

2. There are some major causes of conflict.

3. Conflict between teacher and management have destructive consequences in education institutions

4. Teacher have patterned responses to the conflict.

5. Conflict increase the switch over rate in institutions.

## SIGNIFICANCE OF THE STUDY

The study will be significant because it will hopefully raise the awareness of the values of conflict as well as conflict management strategies that are constructive and advantageous to the institution among educational researchers, teachers, management officials, administrators, educational planners, and other scholars of educational administration. The research will aid in the adoption of conflict-reduction strategies by educators, management in management and engineering institutions, and other interested parties. The study's findings will support educational planners and policy makers in making necessary modifications to improve institutional management and

administration performance. The goal of this study was to look into the conflict resolution methods employed by management in management, engineering, and medical schools.

## CHAPTER PLANNING:

**Chapter 1:** Introduction

**Chapter 2**: Literature Review

**Chapter 3:** Research Methodology

**Chapter4:** Analysis

**Chapter 5:** Findings, Suggestions, Conclusion

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